

Empowerment of “Street Children” Using CIPP Model to Develop Life Skills in Urban Areas of East Java Indonesia

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Abstract

This study aims to find an empowerment model of street children through effective and applicable life skills education. The empowerment was developed according to the will and potentials of the street children. CIPP (Content Input Process and Product) Model was used to develop the life skills of street children. The study was designed with a quasi-experimental using pre-test and post-test (before and after the training action). The goal is to develop life skills of street children in accordance with the will and potential skills they possessed. The research locations were in urban areas in East Java. The subjects were street children of junior high school and senior high school drop outs. The data collection was done by pre-test and post-test. Data analysis used tables of percentage and gain score. The results showed that street children should be given skills training according to their talents and their willingness. The types of skills to be trained were automotive, furniture, fashion, and culinary. The implementation training using CIPP system showed positive and significant results. This was indicated by the evaluation scores of the pre-test and post-test evaluation that continues to increase and the average results of gain score analysis which increased significantly. Research on the training of street children using CIPP approach has never been done by previous researchers. Training was conducted with 30% theory and 70% practice. The training schedule was tailored to the condition and character of the street children. Training was conducted in stages (the modular system) of as many as 16 sessions. Training evaluation pattern uses ongoing process system.

Keywords: street children, empowerment, potential skills, and life skills training

Introduction

Observing the ever increasing exodus of the children entering the workforce (formal and non-formal workers), especially street children, it is now the time for governments and communities to quickly response in form of empowerment. Street children should be treated as naturally as common children. They should be alleviated from contempt, underdevelopment, and poverty. Therefore, every child should be given the provision of life skills through education and skills according to their talents and willingness. They should be protected from economic pressures and work exploitation.

Street children are those who are working in the streets and other crowded places. They generally work in non-formal sector. They consist of children who are still attending the school, not attending the school, school drop-out, or unemployment. They mostly came from poor families. They had to work to help earning the family income. Whereas, according to the law on children in Indonesia, every child should be given the opportunity to participate in education, protection from pressure, and economic exploitation. Thus, the children can live in a safe, peaceful and quiet life in the family and school environments.

Empowerment of street children is an effort to alleviate them from a variety of pressures and problems of economic exploitation. It is an attempt to restore them as natural children who develop naturally and not in the streets. Life skills development strategy is needed so that they can be independent and educated in sustainable manner (Dambudzo, 2015). Empowerment should be done flexibly, so that they can work, go to school, and could get life skills appropriately. Therefore, they can be accepted in society as they should be (MacClelland, 1961)

The street children always face the risk of traffic accidents, extortion, brawl, and other violence. There is an assumption that street children are synonymous with criminal making them very difficult to obtain their place in the society. At least three groups of street children were found as follows (Irwanto, 1996): First, a group of children in the slums. They have a bonding or direct relationship with family or relatives who live in the slums. Most of their parents work in informal sector, such as garbage collectors, construction workers, porters, pedicab drivers and hawkers; Second, the urban group of city workers. The kids from the suburbs or villages had come to town with the motivation to earn money to help his family. Their relationships with family or relatives still relatively in order; Third, a group of street children with their own accord to be on the street because of unharmonious family life.

Before the economic crisis in Indonesia, it was found around two million child labors. At the time of the economic crisis in Indonesia, the number of street children increased to about ten million. Eight million of them are children who were in danger of dropping out of school. It is increasingly visible in major cities such as

Bandung, Jakarta, Surabaya, Semarang, Yogyakarta (Putranto, 1995). The same also applies in several major cities in East Java, like Malang, Madiun, and Blitar. While in Malang and its surrounding areas, which are the cities of industry, education, and tourism, they have special attraction for street children. In 2000 (after the crisis) The Central Bureau of Statistics noted that approximately 25% of children had to work, where half of them are the street children (Central Bureau of Statistics, 2000).

There are at least three fundamental problems for the existence of street children: long working hours, low wages, and the high risk jobs. Additionally, child labor wages were only half of adult workers and the working environment is not healthy (Haryadi and Tjandraningsih, 1995). Frequently, there is also a conflict of interest (Dahrendorf, 1959). To protect the child workers in Indonesia, the intervention and concern of the government are required (Hoessein, 1994). In relation with the government concern, in 1987 the Minister of Labor of the Republic of Indonesia issued Ministerial Regulation No. 01/1987 on the protection of working children. The regulation allows the children to work with the following provisions: (1) children are not allowed to work more than four hours per day; (2) children are not employed at night; (3) The employer must provide wages in accordance with the prevailing wage regulations.

To protect the child labor (including child labor on the streets) protection and empowerment approach seems to be more realistic. Such an approach is commonly referred to as "humanizing the work of children by creatively combining it with education, health and welfare service". Therefore, in the preparation of a program of empowerment of street children, the condition, presence, talent, and skills should be recognized in the first place. Thus, the designed education and training program (empowerment) should attract children not only according to their talent and desire, but they also still have stay in school (Cotton, 1991). In other words, the street children should get education and skills training according to their talents and desires.

To build their attitude, the participants of the training are required to develop personal and attitudes, in addition to the attitude and urgency of the training. To develop a positive attitude for a training it requires: the support and participation, respect to the interests of learners, information about job opportunities, and communicative and effective services. Efforts to reconcile the goals and expectations in the learning process were intended to create efficiency and effectiveness. Therefore it requires: design based on the desired objectives, design based on the interests of society and the learning, revision and implementation of remedial in order to obtain better learning process (Cross, 1986).

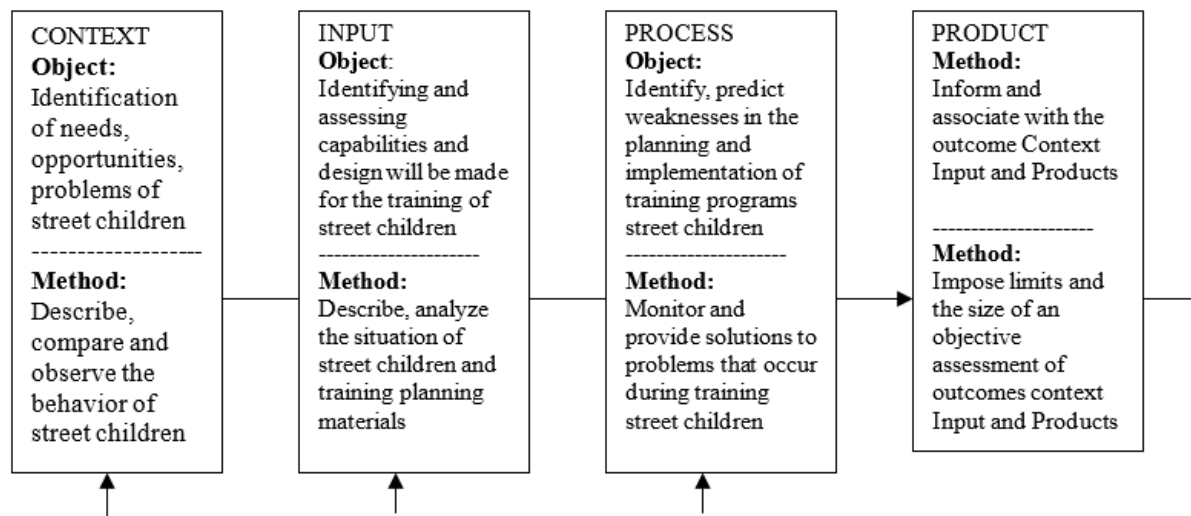
This research uses a conceptual framework CIPP during life skills training of the street children. CIPP concept application for this research is as follows (Worthen and Sanders, 1983): First, with regard to aspects of the "context" of learners and program (object) training to be carried out. Conditions of learners context is required for effective learning (Fatchan and Purwanto, 2008; Fatchan, Amirudin, and Utaya, 2012). To recognize the objects (participants and program) to be implemented, identification efforts were made regarding the needs, opportunities, and problems. In this case we use the method to describe, compare, and observe the behavior of learners.

Secondly, with regard to aspects of the "Input" participants and training program (object) to be carried out. To recognize the objects that will be implemented, identification and assessment efforts were made regarding the capabilities and design that will be done. So we use a method or a way to describe, analyze the state of human resources and material as the basis for program planning.

Thirdly, with regard to aspects of the "process" of participants and training program (object) to be carried out. To recognize objects that will be implemented, identification efforts were made to predict the flaws in the planning and implementation of the program. So we use a method or a way to monitor and provide solutions to the problems encountered.

Fourth, with regard to aspects of the "product" of participants and training program (object) to be carried out. To identify the object to be executed, an effort was made to provide information and seek to relate to the results issued by the component of Context, Input, and Process. Therefore, we use a method to determine the limitation and the size of an objective assessment for the output component of Context Input, and Process. In schematic form the conceptual framework is shown the figure 1 below.

Figure 1:
 Concept Model CIPP (Context, Input, Process, and Product) for Street Children Empowerment through Skill Training



Research Methods

This study was designed using quasi experiment to test the implementation and success of street children life skills training. Research Location was in Malang and its surrounding areas (Malang City, Malang Regency, and Batu City) which are shopping centers, markets, bus stations, railway stations and other crowded place where street children are commonly found. While the skills training was conducted in: (1) Industrial Training Center, and (2) Learning and Skills Training Center of the Department of Education, Technical Management Unit of Non-formal Education. The subjects were street children of junior high school and senior high school dropped out. The research instrument of interview guidelines was in form of check list, pre-tests and post-tests questions. Data collection techniques were observation, pre-tests and post-tests. Quantitative data analysis technique was used for percentage table and gain score analysis. As for the qualitative data, it was analyzed using a meaningful narrative in line with the obtained theme.

Research Result

The existence of street children around Malang was massively occurred since 1997. This is due to the growing number of unemployment and the number of poor people in the city today when the monetary crisis hit Indonesia. Business activities of street children in the form of informal business/job. They choose strategic business location such as the intersection, sidewalks, malls, the town square, markets, railway stations, bus stations, and other major centers.

Street children are part of marginalized groups, accident-prone, and prone to violence. That condition would require the attention of all parties, especially the institutions that produce labor, labor user, and government policies. This was necessary because Indonesia has entered the era of the free market in Southeast Asia and Asia-Pacific to meet the free market in the year 2020. One of the strategic efforts to be taken to improve the knowledge and skills of street children is through popular education and training institutions in form of empowerment programs. With this empowerment program, the training participants are not only educated and trained in vocational skills and knowledge, but also integrated training related to the life skills.

1. Street Children Empowerment through Automotive Skill Training

Empowerment of automotive skills which suit the desires of street children are the motorcycle repair. The training materials includes the understanding the theory, damage diagnosis, and motorcycle repair activities. Forms of training includes understanding the theory and practice by 30% and 70%. Theoretical learning activities delivered by way of working with material module: demonstration/introduction to the important parts, problems introduction (cases), problem solving of motorcycle engine damage. Practice activities in the form of practical skills to diagnose damage to the motorcycle engine, repair, maintenance or servicing, and repair of motorcycles. Skills training is done in stages as many as 16 sessions. By using a range of values 0-100, research on theoretical material servicing the motorcycle show as follows.

Table 1:

Average Score of Knowledge (Theoretical) Street Children in the Automotive Training

| No. | Name of activity | Score Pre-tes | Score Post-tes | Gain score |
|-----|--|---------------|----------------|------------|
| 1 | Demonstration / introduction to the important parts of motorcycles | 81.50 | 96.12 | 14.62 |
| 2 | Given the problems (cases) some kind of damage to the motorcycle | 70.35 | 94.95 | 24.60 |
| 3 | How to solve the problem (case) damage to a motorcycle engine | 65.34 | 91.84 | 26.50 |
| | Average scores | 72.39 | 94.30 | 21.91 |

Implementation of motorcycle skills training (on theory) results in the pre-test average of 72.39 and a post-test average of 94.30. Thus, the gain score obtained during motorcycle servicing of automotive skills training was 21.91. In other words, there is a significant score, because there is a difference between the knowledge of servicing motorcycles of the street children before training and after training. Furthermore, the result of implementation of the servicing practices of motorcycle skills of this study is shown in matrix 1 as follows.

Matrix 1:

Skills Practice Activity Street Child Services Automotive Motorcycles

| No. | Activity Training Material | Type Training Event |
|-----|---|---|
| 1. | Pretest | Coaches do a pre-test of the basic knowledge and skills possessed learners. The test results as shown in Table 1. |
| 2 | Introduction / theory | Coaches provide explanations and demonstrations on the definition, types, and various equipment associated with servicing skills motorcycle. |
| 3 | Practice diagnosing damage to the motorcycle engine | Coach guiding, directing, and gives examples of how to diagnose and find damage to a motorcycle engine |
| 4 | Practice improve care for and servicing motorcycles | Coach guiding, directing, and provide examples of how to fix the damage to a motorcycle engine. |
| 5 | Perform checking motorcycle repair results | Coach guiding, directing, and gives examples of how checking repair results that have been done |
| 6 | To test the results repair | Coach guiding, directing, and gives examples of how to test the repair results |
| 7 | Monitoring and Evaluation | Coach guiding, directing, and provide an assessment of the performance of learners include: attendance, work activities, quality of work, and the final test results (post-test). The test results as shown in Table 1. |

Based on the background of learners (the street children), the method of training provided was by way of explanation that accompanied with the demonstration, mentoring, tutoring, discussion and evaluation, both theory and practice. The form of material delivery was made in interesting manner and easy to understand. The practice was done at the stages after the students understand the theory. Thus, learners can apply that theory to the world of practice.

To assess the training success as well as to obtain feedback, it is necessary to evaluate the learners. Evaluations were conducted twice: (1) Evaluation I was performed at week 5 to the theoretical material that has been given in week 1 up to 4. Form I is the evaluation of simple questions and simple cases of damage that must be answered by learners or discussed among fellow learners; (2) Evaluation II was conducted at the end of training or week 16, with the practice material. The form of evaluation was direct observation to the learner's skills in performing simple motorcycle repair and services. Evaluation to the modules was also needed to improve the usability and suitability of the modules to learners. The less suitable material will be likely to be subjected to adjustment or addition will be added to the material considered to be lacking.

2. Street Children Empowerment through Dressmaking Skill Training

Dressmaking skills was provided to train street children who want to learn the skills of dressmaking. Training was done in form of more or less 30% of the theory and practice of direct approximately 70%. The training patterns were in line with street children desire and were done on a weekly basis. With that kind of training patterns it is proven that the skills to be obtained can be meaningful to their lives. That is, with these skills, they are expected to be able to work and not become the street children again. Nevertheless, the study has weaknesses, among other, the children under the age of primary school, cannot be trained with this kind of skills training.

This training was intended to train the street children in various fashion products. The skills training activities ranged from the mastery of choosing and determining the type of raw material (cloth), a variety of

equipment used, types of stitches and cut, correct and proper making or sewing of clothes. Skills training was done in stages as many as 16 sessions. Using a range of values of 0-100, research on theoretical material dressmaking skills demonstrated as follows.

Table 2:

Average Score of Knowledge (Theoretical) Skills Training for Street Children in dressmaking

| No. | Name of activity | Pre-test Score | Post-test Score | Gain score |
|-----|---|----------------|-----------------|------------|
| 1 | Mastery pick and choose the type of fabric. | 90.50 | 98.24 | 7.74 |
| 2 | Types of equipment used | 80.35 | 95.56 | 15.21 |
| 3 | Types of clothing sewn and cut. | 76.53 | 98.47 | 21.94 |
| 4 | Knowledge sewing clothes is good and right | 79.46 | 89.35 | 9.89 |
| | Average scores | 81.71 | 95.40 | 13.69 |

Implementation of skills training (on theory) on fashion results in the average pre-test score of 81.71 and post-test average score of 95.40. Thus, the gain score obtained during the skills training of dressmaking was 13.69. In other words, the success of dressmaking training showed significant gains between the knowledge of dressmaking street children before training and after training. Furthermore, the implementation result of dressmaking skills practices in this study was shown in the matrix 2 as follows.

Matrix 2:

Activity Skills Training dressmaking on Street Children

| No. | Activity Training Material | Type Training Event |
|-----|--|---|
| 1. | Pre-test | Pretest, coach perform preliminary tests on the students, about the basic knowledge and skills possessed learners. The test results as shown in Table 2 |
| 2 | Introduction / theory | Introduction / Coaches theory to explain the meaning, types, and various types of equipment used for dressmaking skills |
| 3 | Mastery of picking and choosing the raw materials for clothing fabrics | Mastery of Picking and Choosing the raw materials for clothing fabrics coach guiding, directing, and gives an example to determine the type of fabric to a garment. |
| 4 | Various tools are used to cut and sew | Various tools are used to cut and sew coach guiding, directing, and gives examples of how to use the various tools used to cut and sew |
| 5 | Ways to cut the fabric for a garment | Ways to cut the fabric for a garment coach guiding, directing, and gives examples of how to cut the fabric for a garment |
| 6 | Make a cartridge / mode for a good quality clothing | Make a cartridge / mode for a good quality clothing coach guiding, directing, and gives examples of how to make cartridge / mode particular outfit (male or female) |
| 7 | Sewing a garment that is good and right | Sewing a garment that is good and right coach to guide, direct, and provide examples of how to sew clothes is good and right. |
| 8 | Monitoring and Evaluation | Monitoring and Evaluation coach guiding, directing, and provide an assessment of the performance of learners include: attendance, work activities, the quality of work product, and the final test results on fashion. The test results as shown in Table 2 |

The activity of dressmaking skills training for street children was: pre-test, introduction of theory; mastery of picking and choosing the raw materials for clothing fabrics; Various tools used to cut and sew; How to cut the fabric for a garment; Make a cartridge or mode for a good quality clothing; Ways or sewing a garment that is good and right, and monitoring and evaluation. Evaluation and monitoring of training was conducted by the trainers/tutors. In addition to providing the test, evaluation was also conducted in on-going process, which is conducted during the training. The form of evaluation was carried out by filling out an evaluation sheet. During the evaluation, monitoring activities were also conducted that provide solutions and improvements to various errors made by learners, in particular, the problems occurred during the implementation of the training. At the end of training, the final evaluation was done using post-test with the same questions at pre-test. The evaluation results during the implementation of working practices show that the process of dressmaking skills training to be effective, learners follow strictly from start to finish.

3. Catering Skills Training for Street Children

Culinary skill training was given to train street children who want learn the culinary skills. Training was done in form of more or less 30% of the theory and direct practice of approximately 70%. Training patterns were implemented in line with the desire of street children and was conducted every weekend. With this kind of training patterns, it was proven that the skills obtained can be meaningful to their lives. That is, with the skills they are expected to work and not become street children again. . Nevertheless, the study has weaknesses, among

other, the children under the age of primary school, cannot be trained with this kind of skills training.

This training is intended to train the street children in various culinary products. The skills training activities ranged from mastery of the material as follows: Mastery of picking and choosing raw materials for cooking; Various equipment used for cooking; Type of cuisine for a variety of food and beverages; Making good and quality food and drinks; How to properly and correctly organize and serve a variety of food and drink. Skill training was conducted in stages as many as 16 sessions. Using a range of values of 0-100, research result on theoretical material of culinary skills was shown as in Table 3 below.

Table 3:

Average Score of Knowledge (Theoretical) Street Children in Vocational Training Catering

| No. | Name of activity | Pre-test Score | Post-test Score | Gain score |
|-----|--|----------------|-----------------|------------|
| 1 | Mastery of picking and choosing raw materials cooking | 86.52 | 94.40 | 7.88 |
| 2 | Various equipment used for cooking | 90.35 | 98.05 | 7.70 |
| 3 | Type of cuisine for a variety of food and beverages | 78.53 | 96.45 | 17.92 |
| 4 | Make food and drinks were good and quality | 81.36 | 93.36 | 12.00 |
| 5 | How organize and serve a variety of food and drink is good and right | 80.18 | 94.14 | 13.96 |
| | Average scores | 83.39 | 95.28 | 11.89 |

In Table 3 above, it is shown that the implementation of skills training (on theory) of catering results in the average pre-test score of 83.39 and average post-test score of 95.28. Thus, the gain score obtained during catering skills training was 11.89. In other words, the success of catering training is significant, because the gain average score was 11.89 between before training and after training. Furthermore, the result of practices of the culinary skills in this study is shown in the following matrix 3 below.

Matrix 3:

Event of Catering Skills Training for Street Children

| No. | Training Material | Type Training Event |
|-----|--|--|
| 1. | Pre-test | Trainer did preliminary tests on the students, about the basic knowledge and skills possessed learners. |
| 2 | Introduction and theory | Trainer provide explanations of the definition, types, and various types of equipment used to skills cookery. |
| 3 | Mastery choose and determine raw material cooking | Trainer guiding, directing, and gives examples of how to choose and determine raw material cooking |
| 4 | Various equipment used for cooking | Trainer guiding, directing, and gives examples of how to use various equipment used for cooking |
| 5 | Type of cuisine for a variety of food and beverages | Trainer guiding, directing, and gives examples of how to cook a variety of food and beverages |
| 6 | Make the food and drinks were good and quality | Trainer guiding, directing, and gives examples of how to make the food and drinks were good and quality |
| 7 | Mechanical organize and serve a variety of food and drink is good and right. | Trainer guiding, directing, and gives examples of how to organize and serve a variety of food and drink is good and right. |
| 8 | Monitoring and Evaluation | Trainer guiding, directing, and provide an assessment of the performance of learners include: attendance, work activities, the quality of work product, and the final test results on cookery. |

The leader of skills training was the trainers or tutors. Stages and training sequence includes: Pre-test; Introduction and theory; Mastery the picking and determining raw material and cooking; Various equipment used for cooking; Type of cuisine for a variety of food and beverages; Make the food and drinks were good and quality; Mechanical organize and serve a variety of food and drink is good and right; Monitoring and Evaluation and; Post-test.

Evaluation of training was done on ongoing as basis of during the training. Evaluation to the participants was conducted by filling out an evaluation sheet. During the training, students are evaluated and monitored, the trainer provides solutions and improvements to various problems made by learners during the training. At the end of implementation, post-test evaluation was conducted using the same questions at pre-test. The evaluation results shown that dressmaking skills training process went smoothly, and found significant improvements in training, the students followed the training well until the end of training. Once the activity is completed, they are evaluated using the post-test.

4. Furniture Skill Training for Street Children

Furniture skills training, in particular, wood finishing was designed to train skills for street children. This type of

training is in line with the types of skills required by the street children. Training was conducted in form of 30% of the theory and practice of approximately 70%. The results of pre-tests and post-tests learner's furniture skills training was shown in the following table 4.

Table 4:

Average Score of Knowledge (Theoretical) Street Children in Vocational Training furniture

| No. | Name of activity | Pre-test Score | Post-test Score | Gain score |
|-----|---------------------------------------|----------------|-----------------|------------|
| 1 | Skills sawed wood | 84.38 | 96.08 | 11.70 |
| 2 | Wood carving skills | 86.50 | 94.37 | 7.87 |
| 3 | Wood turning skills | 77.56 | 89.24 | 21.37 |
| 4 | Crude furniture-making skills | 67.87 | 94.80 | 26.93 |
| 5 | Skills smooths furniture materials | 78.17 | 95.70 | 17.53 |
| 6 | Skills and paint mixing camphor wood | 81.45 | 97.37 | 15.92 |
| 7 | Skills painting wood and painted wood | 80.18 | 96.75 | 16.57 |
| | Average scores | 79.44 | 94.90 | 15.46 |

Implementation of furniture skills training (on theory) result in the pre-test average score of 79.44 and a post-test average score of 94.90. Thus, the average gain score obtained during the training skills of furniture was 15.46. In other words, the success of furniture training was significant, because gain score of knowledge of the furniture for street children before training and after training was 15.46. Furthermore, the result of furniture skills training of this study was shown in the following matrix 4.

Matrix 4:

Furniture Training Activities for Street Children

| No. | Training materials | Type Training Event |
|-----|--------------------------------------|--|
| 1. | Pre-tests | Trainer did preliminary tests of the students, about the basic knowledge and skills possessed learners. |
| 2 | Introduction / theory | Trainer provide explanations on the definition, types, functions woodwork, and various types of equipment used to skills woodwork. |
| 3 | Skills sawed wood | Trainer guiding, directing, and gives examples of how work sawing wood. |
| 4 | Skills timber sculpt | Trainer guiding, directing, and gives examples of how work of wood. |
| 5 | Wood turning skills | Trainer guiding, directing, and gives examples of how to work the wood lathe. |
| 6 | Crude furniture-making skills | Trainer guiding, directing, and gives examples of how to make different types of wood furniture. |
| 7 | Skills smooths furniture materials | Trainer guiding, directing, and gives examples of how smooth the material furniture made of wood. |
| 8 | Skills paint and mixing camphor wood | Trainer guiding, directing, and gives an example of how mixing varnish and paint for wood. |
| 9 | Skills painted wood | Trainer guiding, directing, and gives examples of how work painting and repainting wood. |
| 10 | Monitoring and Evaluation | Trainer guiding, directing, and provide an assessment of the performance of learners include: attendance, work activities, the quality of goods resulting from the work, and the final test results about woodwork |

The activity of furniture skills training for street children was: Pre-tests; Introduction and theory of furniture; Wood-sawing skill; Timber sculpture skill; Wood turning skills; Crude furniture-making skills; furniture materials smoothing skill; wood paint and camphor mixing; Skills for wood painting; Monitoring and Evaluation and Post-test. Evaluation and monitoring of the training was conducted by the supervisor/trainer/coach/tutor. Evaluation was done continuously during the training and during the practice. Evaluation was also done by filling out the evaluation form (pre-test and post-test). The evaluation at the time of training was also being monitored. It is expected to fix the various errors made by students in the course of training. Based on the evaluation result of furniture skills training, the process was running smoothly and the results were significant.

Discussion

As we know that the purpose of empowerment through education and life skills training of street children are: (1) to improve the quality of the skills of street children. So that they can obtain any job and business opportunities in accordance with the potential and the expertise they have; (2) to create a skilled workforce, to meet the needs of existing skills in employment. The more specific skills training program to prepare personnel are ready to work and is able to organize their own independent business.

Empowerment Program Approach for street children conducted in this research was the Production Base Training (PBT) and Competention Base Training (CBT) pattern. Such pattern was a kind of training for the empowerment that integrates learning materials theory, practice, and life skills in accordance with the potential and desire of the learners (Cotton, 1991), ie., street children. Such training has never been done by previous researchers and society developers, such as Thijs and Putranto, 1992; Haryadi and Tjandraningsih (1995); Hoessein (1994) and; Putranto (1995); moreover, the empowerment using life skills of the street children.

Standard of competence to be achieved in this research was the participants could master all of the material in accordance with the areas of expertise being trained. Competency is demonstrated through the performance demonstrated by the learners. The training was conducted in accordance with Standard Operating Procedures (SOP) established by the professional associations in the field of expertise. To realize the competency standards, the implementation of education and training in collaboration with different institutions (business / industry) in Malang is necessary. The cooperation was in form of preparation for lesson plans, instructor, laboratory, and a certificate of competency skills acquired by learners.

In an effort to raise the level of confidence, Bloom and Glasser noted the failure to manage an education and training is the low participation of learner's behavior and performance of data (entry behavior). Because, the learners with low confidence level will result in the lower level of participation and success of the study (Cross, 1986). Meanwhile, the fact that the level of confidence is constantly associated with the past learning experiences, lack of learning experiences, training programs being conducted, and the background of talents, interests, personality and respect for the learners. Various aspects (theory) were supporting the implementation of skills training for street children with CIPP pattern, which is different from the concepts above.

Associated with urgency of the training, Robetson noted that the research results in Iowa and California showed an appreciation of learning outcomes, which creates a supportive environment, the orientation of socio-culture and geography, and where the population will be able to bring a positive attitude to the learning model performed (Cross, 1986). To build a positive attitude for the training need, we need the support and participation, respect the interests of the participants, information about job opportunities, and communicative and effective service.

Efforts to reconcile the goals and expectations of the learning in the learning process intended to create efficiency and effectiveness of the learning process (Woods, 1996). It required a design based on the desired goal, the public interest, the interests of the study, and the environmental conditions surrounding the learners (Amirudin, Fatchan, and Sumarmi 2009), revision and remedial actions to improve conformity with better learning (Cross, 1986). Furthermore, it is also necessary evaluation, awards to the study, and the support and participation of the community in the vicinity (Worthen and Sanders, 1983).

In human life, we found various levels of the transitional period of life by age. Broadly speaking, that time namely: period of very high learning motivation lies in adolescence and adulthood, this period is a teachable moment, time for learning difficulties (such as retirement). At this time a person will have difficulty in skills learning (Cross, 1986). In this case, the street children in the position of teachable moment or event triggers period with a very high participation in skills training. Moreover, the skills which is designed in line with the wishes and needs of the learners context (Fatchan and Purwanto 2008).

Associated with the opportunity to be creative and eliminate distractions during study or training to learners. Cross (1986) noted that in order to avoid disruption of learning and improving creations during the learning required: economic conditions and definite rules, financial support / work, design an appropriate time for learners, adequate material and relevant to the conditions of the study, increasing the confidence of the study, using media suitable learning and innovative learning programs that are in line with changes in existing society (Moore, 1973; Ritzer, 1988). As known to skills training street children such things it is necessary, because they are learners who have special and unique character. They are different in most other learners.

Skills training in automotive, furniture, fashion, and culinary given in this research was in line with the wishes of street children. Therefore, the training curricula was adapted to the needs of learners (Komba and Mwandanji, 2015). The training materials take the form of 30% of the theory and practice of direct approximately of 70%. With the skills they have expected them to work and not become street children again. Nevertheless, the study has weaknesses where street children under elementary age cannot be trained with this kind of skills training. Such empowerment techniques will be able to build a sense of eager learners to develop themselves. If the implementation of empowerment is not in line with the will of learners, then the empowerment will be rejected (Fatchan, Soekamto, and Mustafa, 2016). This is in line with the findings, that in order to develop the attitudes, the trainees need to develop their personal and attitudes. Additionally, they should develop the attitudes and perceptions about the training itself.

Evaluation and monitoring was conducted during the training. Evaluation was done continuously during the training. Evaluation was done by filling out the evaluation sheets and check-list sheets. During this time, monitoring was done to fix the various errors made by the learners. Including the provided solutions to

various problems encountered during the implementation of the training (Worthen and Sanders, 1983; Chen, 2014). At the end of the training, post-test was conducted using the same questions at pre-test. The result of this research showed that the pre-test and post-test evaluation result is very significant. By implementing such evaluations, the evaluation result was comprehensive.

Such training was the application of the CIPP concept which aims to produce a good training. Good training not only means in terms of quantity of products, but is also good in terms of process and product quality. It is because the training application was based on the principle of continuity, comprehensive, and quality, which is designed as a whole and paying attention to the components of the context, inputs, and processes. In other words, the training was not only paying attention to the product, but also to the training process and the training that takes place humanely.

Conclusion

First, in average, the street children in Malang and surrounding areas were still at school or drop out of school in junior high school level and senior high school. Potential skills and desired skill were the automotive, furniture, fashion, and catering. Implementation of training using CIPP system showed positive and significant results. This was indicated by the significant results of the pre-test and post-test evaluation. It was shown that the average value of gain score increased consistently. Second, the training was conducted in form of 30% theory and 70% direct practice. The type and pattern of training was implemented in line with those required by street children. Training schedule was suited to the condition and character of street children, which is every week. Training was done in stages (the modular system) as many as 16 sessions. Training facilitator consist experienced trainer in accordance with the required expertise for the street children. Equipped with the skills, they are expected to work, establish new business, or are able to create new job opportunities for the surrounding environment. Later, they will be given the opportunity for capital loans. Nevertheless, the study has weaknesses, where the street children under the age of primary school cannot be trained with this kind of skills training.

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